

ANDREWS HIGH

12890 County Line Road
Andrews, SC 29510

GRADES 9-12 High School

ENROLLMENT 699 Students

PRINCIPAL Rene C. King 843-264-3414

SUPERINTENDENT Dr. Charles Gadsden 843-436-7000

BOARD CHAIR Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 5 | 8 | 7 | 4 | 1 |

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2001 | Average | Excellent | N/A |
| 2002 | Good | Good | N/A |
| 2003 | Good | Average | N/A |
| 2004 | | | |

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

| | Our School | | | High Schools with Students Like Ours | | |
|-----------------------|------------|------|------|--------------------------------------|------|------|
| Percent | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Passed all 3 subtests | 58.5 | 59.9 | 67.3 | 61.6 | 63.1 | 64.4 |
| Passed 2 subtests | 17.7 | 25.9 | 21.8 | 19.7 | 18.3 | 20.4 |
| Passed 1 subtest | 16.2 | 13.0 | 6.8 | 11.4 | 11.6 | 9.0 |
| Passed no subtests | 7.7 | 1.2 | 4.1 | 7.3 | 7.0 | 5.6 |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2003 | | Eligibility for LIFE Scholarships* | | Graduation Rate | |
|-------------------------------|---------------------------------------|-------|------------------------------------|------|-----------------|------|
| | n | % | n | % | n | % |
| All Students | 114 | 92.1 | 110 | 10.0 | 122 | 73.0 |
| Gender | | | | | | |
| Male | 55 | 94.5 | 45 | 11.1 | 54 | 68.5 |
| Female | 59 | 89.8 | 65 | 9.2 | 68 | 76.5 |
| Race or Ethnic Group | | | | | | |
| African American | 61 | 85.2 | 61 | 1.6 | 71 | 63.4 |
| Hispanic | 2 | I/S | 2 | I/S | 1 | I/S |
| White | 51 | 100.0 | 46 | 21.7 | 50 | 88.0 |
| Other | N/A | N/A | 1 | I/S | 0 | N/A |
| Disability Status | | | | | | |
| Non-speech disabilities | 7 | 100.0 | 4 | I/S | 14 | 21.4 |
| Students without disabilities | 107 | 91.6 | 106 | 10.4 | 108 | 79.6 |
| Migrant Status | | | | | | |
| Migrant | N/A | N/A | 0 | N/A | 0 | N/A |
| Non-migrant | 103 | 91.3 | 110 | 10.0 | 0 | N/A |
| English Proficiency | | | | | | |
| Limited English proficient | 1 | I/S | 2 | I/S | 1 | I/S |
| Non-LEP | 113 | 92.0 | 108 | 10.2 | 121 | 73.6 |
| Lunch Status | | | | | | |
| Subsidized meals | 42 | 88.1 | 51 | 3.9 | 60 | 86.7 |
| Full-pay meals | 72 | 94.4 | 59 | 15.3 | 62 | 59.7 |

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

| Percent of | Our School | High Schools with Students Like Ours |
|---|------------|--------------------------------------|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 10.0 | 7.8 |
| Seniors who met the SAT requirement | 10.0 | 8.8 |
| Seniors who met the grade point average | 30.0 | 41.7 |

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|---|------------|-----------------------|--------------------------------------|--------------------|
| Students (n= 699) | | | | |
| Retention rate | 0.3% | Down from 7.2% | 8.9% | 7.3% |
| Attendance rate | 97.3% | Up from 94.7% | 95.6% | 95.5% |
| Eligible for gifted and talented | 0.0% | No change | 4.8% | 5.1% |
| With disabilities other than speech | 12.3% | Up from 11.4% | 13.2% | 12.2% |
| Older than usual for grade | 12.9% | Up from 11.1% | 12.4% | 10.1% |
| Suspended or expelled | 7.0% | Up from 3.3% | 2.6% | 2.3% |
| Enrolled in AP/IB programs | 4.4% | N/A | N/A | 10.2% |
| Successful on AP/IB exams | N/A | N/A | N/A | N/A |
| Annual dropout rate | 3.2% | Up from 1.8% | 3.5% | 2.7% |
| Career/technology students in co-curricular organizations | 31.2% | Down from 36.3% | 6.5% | 3.2% |
| Enrollment in career/technology center courses | 314 | Down from 461 | 278 | 433 |
| Students participating in worked-based experiences | 2.2% | Down from 8.1% | 27.2% | 26.3% |
| Career/technology students mastering core competencies | 84.1% | Up from 82.8% | 73.4% | 74.9% |
| Career/technology completers placed | 98.6% | Down from 100.0% | 98.6% | 99.5% |

Teachers (n= 48)

| | | | | |
|---------------------------------------|----------|--------------------|----------|-----------|
| Teachers with advanced degrees | 37.5% | Up from 36.2% | 46.3% | 51.7% |
| Continuing contract teachers | 83.3% | Up from 72.3% | 83.3% | 81.8% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 87.7% | Up from 85.1% | 83.9% | 85.1% |
| Teacher attendance rate | 93.9% | Down from 94.2% | 95.8% | 95.8% |
| Average teacher salary | \$38,410 | Up 2.5% | \$39,313 | \$40,303 |
| Prof. development days/teacher | 6.7 days | Down from 7.3 days | 9.7 days | 10.3 days |

School

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| Principal's years at school | 11.0 | Up from 10.0 | 3.5 | 3.0 |
| Student-teacher ratio | 23.1 to 1 | Up from 22.4 to 1 | 24.1 to 1 | 26.2 to 1 |
| Prime instructional time | 89.8% | Up from 87.4% | 89.7% | 90.1% |
| Dollars spent per pupil* | \$9,500 | Up 31.2% | \$6,659 | \$6,279 |
| Percent spent on teacher salaries* | 53.6% | No change | 58.0% | 57.8% |
| Opportunities in the arts | Good | No change | Good | Excellent |
| Parents attending conferences | 94.8% | Down from 99.0% | 96.7% | 87.8% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Andrews High School is a comprehensive high school that serves a widespread rural, geographic area. It has a relatively stable population that is 42% white, 56 % African American, and 2% Hispanic. Andrews High School operates on a 4x4 block schedule, which allows students to earn up to eight Carnegie units per year. Our focus is on offering a broad-based curriculum that includes Life Prep, College Prep, and Advanced Placement. Increased opportunities for career exploration for all students are provided in all areas through various activities. Teachers use innovative instructional practices to meet curriculum standards.

Throughout the year, many opportunities are provided for better school and community relations. Examples of these are: orientation for freshmen and new students; Open House; School Improvement Council; School-to Work activities; parent report card pick-up; community resources persons; and field studies.

Teachers are provided many staff development opportunities. Emphasis is being placed on participation in activities that promote improved instructional planning and delivery. Better preparation is being made for the PACT by emphasizing unit planning and testing techniques. In an effort to better prepare students for writing, staff development will focus on "writing across the curriculum."

To address dropouts and over-age students who are capable but do not learn in a traditional school setting, Andrews High School implemented "Project Success." This program is designed to increase the likelihood of these students earning a GED or completing the necessary courses required for a South Carolina diploma. Extended day opportunities and extra assistance is made available for students who have deficiencies in subject areas.

Andrews High School's recognition for students and staff includes: Teacher of the Year, Joye Thornton; Superintendent Art Awards; The Voice, our school newspaper which received state and national awards; and students who attended competitions in vocational education and received state and national awards. To provide students with an array of cultural experiences, a day-long celebration of the arts was held. Plans are to broaden the activity with a year-long focus. Andrews High School has been recognized as a Silver Medal school by the State Department of Education.

Rene' C. King, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|---|-----------------|-----------------|----------------|
| Number of surveys returned | 50 | 0 | 57 |
| Percent satisfied with learning environment | 81.6% | FORMS | 80.4% |
| Percent satisfied with social and physical environment | 95.9% | LOST IN | 71.4% |
| Percent satisfied with home-school relations | 42.9% | SHIPMENT | 82.1% |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.